

LESSON PLAN

Values, Attitudes, Behaviors, and Self-Awareness

TASK: Identify values, Attitudes, Behaviors, and Self-Awareness

CONDITION: In a small group discussion environment

STANDARD:

1. Define Values, Attitudes, Behaviors and Beliefs.
2. Explain the importance of beliefs, values and norms.
3. Explain the value system and the significance of the socialization process.
4. Explain cognitive dissonance and ways to reduce it.

TIME OF INSTRUCTION: 2 Hours

MEDIA: Slides and Video

LEAD IN: The Army is probably the largest and most diverse organization in the country with an ethnic and racial makeup most reflective of American society. You each bring a set of values and attitudes that have been cultivated over many years. Additionally, these values and attitudes are still being shaped and refined with each new experience. Many of you have strong memories about recent events in your lives, such as promotion, schooling, a new baby, or a transfer. These events and ones yet to come, serve to shape your values and attitudes for the future. However, values and attitudes do not automatically change just because someone puts on an Army uniform. Some values and attitudes, when coupled with a lack of awareness, or insensitivity about others who are different from ourselves, can produce confrontations, anger, and even violence. It is imperative all soldiers and civilian employees recognize and manage their differences so they do not interfere with the Army's mission effectiveness or ability to fight and win on the battlefield.

PART I. VALUES.

SLIDE #1

DEFINITIONS
<ul style="list-style-type: none">• Values.• Value system.

1. **Values.** Values are attitudes about the worth or importance of people, concepts, or things. Values influence your behavior because you use them to decide between alternatives. Values, attitudes, behaviors and beliefs are cornerstones of who we are and how we do things. They form the basis of how

we see ourselves as individuals, how we see others, and how we interpret the world in general.

QUESTION: Ask the students to give some examples of values. Examples are; money, friendship, justice, human rights, and selflessness.

2. Your values will influence your priorities. Strong values are what you put first, defend most, and want least to sacrifice. Individual values can and will conflict at times. Example: If you incorrectly reported a patrol checkpoint, do you have the moral courage to correct the report even if you know your leader will never discover you sent the incorrect report? In this situation, your values on truth and self-interest will collide. What you value the most will guide your actions. In this example, the proper course of action is obvious. There are times, however, when the right course of action is not so clear.

QUESTION: Ask the students if they can identify the 7 Army values.

SLIDE #2

ARMY VALUES	
	<ul style="list-style-type: none">• Duty.• Integrity.• Courage.• Loyalty.• Respect.• Selfless Service.• Honor.

3. The seven Army values that all soldiers and leaders are expected to know, understand, and follow are:

- a. **Duty.** Fulfill your obligations.
- b. **Integrity.** Do what's right, legally and morally.
- c. **Courage.** Face fear, danger, or adversity (Physical or Moral)
- d. **Loyalty.** Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
 - e. **Respect.** Treat people as they should be treated.

f. **Selfless Service.** Put the welfare of the nation, the Army, and your subordinates before your own.

g. **Honor.** Live up to all the Army values.

4. **Value system.** Everyone has a value system. A value system is a set of values adopted by an individual or society influencing the behavior of the individual or members of the society, often without the conscious awareness of the members of that society. One of the problems all soldiers must learn to deal with occurs when they perceive something that contradicts between the Army values and their own value system. Oftentimes it is rejected as having no importance. The goal is for soldiers to adopt the seven Army values as the basis for their own value system. This may not happen overnight, but all of us should seek to use the seven Army values as our own.

5. Values systems normally are comprised of six categories.

SLIDE #3

THE CATEGORIES OF VALUES

- **Personal.**
- **Social.**
- **Political.**
- **Economic values.**
- **Religious.**
- **Socialization.**

a. **Personal values.** Personal values established traits that are representative of an individual's moral character. These may have an order of importance to us such as; honesty, responsibility, loyalty, moral courage and friendliness. Universal values held by most young people are an interest in other, intellectual development and self-satisfaction. The values' people have integrated into their character are made apparent by their attitudes, beliefs and actions.

b. **Social values.** These may include social responsibility, loving interpersonal relationships, social consciousness, equality, justice, liberty, freedom, and pride in "our country." A social value is learned. It involves one's relationship to society. For example; many parents teach their children what they perceive to be right from wrong, and what goal to work toward in their lives. To further explain, social values can be divided into four classes and they are:

(1) Folkways - values people accept out of habit.

(2) Morals - morality which governs values.

(3) Institutional - ways or practices set up under law.

(4) Taboos - the emphatic “do’s” and “don’ts” of a particular society.

c. **Political.** These include loyalty to country, concern for national welfare, democracy, the “American Way,” public service, voting, election and civic responsibility.

d. **Economic.** These are identified through such mediums as equal employment, stable economy, balancing of supply and demand of goods, money, private property, pride of ownership, and contrary to the beliefs of some people, taxes.

e. **Religious.** These are characterized by reverence for life, human dignity, and freedom to worship. Religious values are indicated by the expressed belief in a supreme being, or another force beyond the comprehension of people.

NOTE: Ask students to give some examples of above value systems. Discuss how these values impact on student’s life.

f. **Socialization.** Socialization is the major source of an individual’s values. These values are formed in the home, schools, peer groups, neighborhoods, communities, jobs, churches or synagogues. Through these institutions, a behavior code is given and people not only learn what is expected of them, but they build their own value system.

6. Values grow from a person’s experiences. Different experiences produce different values, and a person’s values are modified as those experiences accumulate and change. It is a lifelong process that incorporates an elaborate system of rewards and punishments from significant others and society in general. Experience is the major source of and individual’s values.

NOTE: Now that we understand the definition of values, let’s look at values as the foundation for leadership and soldier-ship. Leadership is based on ‘BE-KNOW-DO.’ The “BE” aspect relates to the values and attributes each soldier has as a person. The “KNOW” aspect relates to skills the soldier possesses. The “DO” aspect relates to the action a soldier takes.

7. Let’s take some time to discuss examples of how the seven Army values relate to life as a soldier on a daily basis.

NOTE: Ask the soldiers to identify which Army Value is being applied in a particular situation. There may be a probably more than one answer to any situation. Use this as a basis for continued discussion based on specific

situations in your unit or organization. It is recommended that you use only examples of desired actions. Analyzing which value failed in a situation can be productive if you explain what should have happened.

Arriving a little early to formation. (example of Duty, Honor, Loyalty)

Successfully negotiating the tough one obstacle while in Air Assault School. (example of Courage and Duty)

Working to complete the repair of a Pacing Item to maintain unit readiness. (example of Selfless-Service, Duty, Loyalty, Honor)

Working as a team to complete a task. (Loyalty, Duty, Respect)

Using language in the work area that offends no one. (Respect and Duty)

Properly recording a PT test score and height weight data. (Honor, Duty, and Integrity)

NOTE: With the above as samples, make up additional examples that will be meaningful to your unit.

NOTE: Show video "Living Army Values."

PART II. ATTITUDE, BEHAVIORS, AND BELIEFS.

QUESTION: Ask the students to define the term "attitude."

1. Webster's Dictionary defines attitude as a state of mind or feeling with regard to some matter; a disposition. In other words, an attitude is our tendency to evaluate some symbol, object, or aspect of our world in a favorable or unfavorable manner. It also can be defined as a state of mind or feeling with regard to some matter. The word "attitude" is use rather loosely as a catchall term for the whole collection of one's beliefs, opinions, prejudices, and sentiments, even though the basic meanings of these terms are different.

ATTITUDE

A state of mind or feeling with regard to some matter.

2. Once an evaluation of an attitude has been made it becomes a belief. An attitude or belief cannot be seen or touched. My attitude belongs to me and only I can change it. I can be influenced to change, but only after I overcome some of the barriers to change.

Attitudes are also more difficult to hide or disguise as they can be reflected in conscious or unconscious actions.

3. Attitudes are difficult to measure and are often indicated by behavior as reactions to stimuli from individual situations, social values, etc. Attitudes are mental positions that we assume or learn. An attitude might be, for example; if I have an attitude about staying on the job long after quitting time because I believe that was a good work ethic, I may expect you to stay with me even though your work was done and you wanted to go home to your family. I may say you have a bad attitude because we differ about working hours. Another example may be that "White people are superior to Hispanic people" or visa versa.

4. Some leaders may develop attitudes they assume or think is the popular attitude simply because it is a popular one among those with whom they associate. This can happen even when it does not agree with our value that people are created equal or is morally and legally correct. Leaders must have a understanding of attitudes, as they are the individuals that can influence people toward accomplishing human rights goals.

5. People behave in ways that satisfy their needs. These may be for physical comfort or safety, social acceptance or ego gratification. Attitudes are a person's beliefs toward something or someone and are expressed in likes and dislike.

CHARACTERISTICS OF ATTITUDE

- **Difficult to measure.**
- **May create inflexibility and stereotypes.**
- **Often indicated by behavior.**
- **Formed largely from the continuous process of socialization.**
- **Positive or negative implications.**
- **Usually are not easily changed.**

6. The characteristics of attitudes are:

- a. Difficult to measure and are often only indicated by behavior as reactions to stimuli from individual situations, social values, etc.
- b. May create inflexibility and stereotypes if the attitude is based on inconsistencies, incorrect assumptions or other false data.
- c. Attitudes are often demonstrated through the behavior of the individual.
- d. Many attitudes are formed largely from the continuous process of socialization.
- e. Attitudes can have positive or negative implications.
- f. Once an attitude is formed, it is not easily changed.

7. Attitudes are learned. This learning usually occurs gradually through many different kinds of experience or as the result of a particularly powerful emotional experience. Most attitudes are learned from those experiences can be favorable or unfavorable, pleasant or unpleasant, and the resulting attitude ends up as negative or positive. Social environment plays an important part in shaping attitudes. We may reflect attitudes from others such as; parents, friends, leaders or persons of prestige. We may acquire them from the cultural influence of a certain geographical area such as; a farm, small town or slum. Also, attitudes may be affected by age, position and education.

8. In the early stages of development, attitudes can be changed by new experiences. In later stages of development, attitudes have a tendency to be fixed and difficult to change. Attitudes, once formed, make up a frame of reference for a person's actions. Attitudes may cause a person to do things that do not seem to be based on any logical reason. Not all attitudes can be easily changed. Those which involve strong emotional factors (religion, politics, and race) are difficult to change. However, most attitudes can be changed to some degree by providing new conditions, new experiences and new information.

Slide #6

BEHAVIOR

**Behavior is the manner of conducting oneself.
The response of an individual or group to it's
environment.**

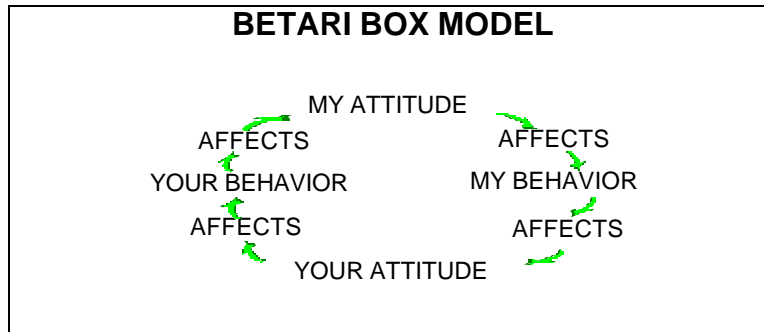
9. Behavior is the result of a person's reaction to a situation, group or person. That reaction depends on what the situation is, and how that person interprets the situation. If several persons were placed in the same situation, there probably would be varying reactions to the situation. This would occur because each person may see that situation differently. Such difference are expressed in attitudes.

10. Group behavior is an extension of individual behavior. If we are to direct the efforts of a group, we must understand and influence individual behavior. Also, by understanding human behavior, we can analyze, predict and influence that behavior.

Because of the impact of differing cultures, classes, ethnic backgrounds, intelligence, and family characteristics, variations occur in what people believe and how they behave. A mistake we often make is to fail to note these differences and appreciate them.

11. The difference between a forced changed and an induce change is that induced behavior change generally is most lasting. If a person is persuaded to behave opposite to their private attitudes, they will be more likely to modify their attitudes. If forced change, the attitude change is less likely to last. Behaviors can be changed, but attitudes may not. For example; I may not like to do PT and have a negative attitude towards PT; however, to set example (as well as avoid punishment) I go to formation and do PT. In our day-to-day living, all of us work and deal with different attitudes and behaviors. We must remember that attitudes and behaviors work hand in hand.

Slide #7



12. The relationship between attitude and behavior can best be explained by the Betari Model:

- a. My attitude affects (influences, impacts) my behavior.
- b. My behavior affects (influences, impacts) your attitude.
- c. Your attitude affects (influences, impacts) your behavior.
- d. Your behavior affects (influences, impacts) my attitude.

NOTE: There is a continuous chain relationship between attitude and behavior.

13. **Cognitive dissonance.** Cognitive dissonance is a state of internal tension that results from an inconsistency between any knowledge, belief, opinion, attitude, or feeling about the environment, oneself or one's behavior. It is psychologically uncomfortable.

- a. Cognitive - being reduced to factual knowledge; act or process of knowing including both awareness and judgment.
- b. Dissonance - lack of agreement, inconsistency between one's actions and one's beliefs. Example: CPT Jones is unhappy that women are assigned to his unit because he thinks women cannot function under stress in emergency situations. A woman functions well during an emergency. CPT Jones experiences cognitive dissonance.

NOTE: No one likes to feel uncomfortable, physically or mentally. Therefore, people try to reduce the uncomfortable feeling. How would you?

WAYS TO REDUCE COGNITIVE DISSONANCE

- **Avoidance.**
- **Denial.**
- **Change.**

14. There are many three primary methods individuals use to reduce cognitive dissonance. They are: avoidance, denial, and change.

QUESTION: Ask the students to identify an example of each method. Example may include: Avoidance: Avoiding situations that increase or maintain dissonance. CPT Jones delegates responsibilities so as not to come in contact with females, or asks for a transfer to an almost all male unit. Denial: Pass the experience off as an exception to the rule. CPT Jones may pass this situation off as an exception. Change: Change the stereotype. Well, I thought females could not perform under stress, but I was wrong. How many of you have attempted to change something about yourself?

Slide #9

BELIEFS

Beliefs are assumptions or convictions you hold as true about some thing, concept or person.

NORMS

Norms are the rules or laws normally based on agreed-upon beliefs and values that members of a group follow to live in harmony.

15. Beliefs are assumptions or convictions you hold as true about something, concept, or person. They can range from the very deep seated beliefs you hold concerning such things as religion and the fundamentals upon which this country was established, to recent experiences which have affected your perception of a particular person, concept, or thing.

16. Beliefs, values, and norms are like traffic control system; they are signals giving direction, meaning, and purpose to our lives. Examples: Many soldiers throughout history have sacrificed their lives to save friends, or help their unit accomplish a mission. These brave, selfless actions include blocking exploding grenades, personally taking out enemy fighting positions, and manning key positions to protect a withdrawal. Beliefs and values motivate this kind of heroic self-sacrifice. The motivating force may be the soldier's belief in the importance

of retaining his personal honor, of saving a buddy, of helping the unit, of serving a cause, or a combination of these.

17. Norms can fall into one or two categories:

- a. Formal
- b. Informal

18. Formal norms are official standards or laws that govern behavior. Traffic signals, the Uniform Code of Military Justice, and Geneva Conventions are formal norms that direct the behavior of Americans soldiers. They dictate what actions are required or forbidden. Uniform regulations, safety codes, and unit SOPs are also formal norms.

19. Informal norms are unwritten rules or standards that govern the behavior of group members. An example would be a combat patrol, where the commander stresses the informal norm that casualties are never to be left by the rest of the patrol. At the root of this norm is a shared value about the importance of caring for each other. The soldiers find comfort in knowing they will be cared for if they became casualties.

20. As a leader, you have the power to influence the beliefs and values of the soldiers in your unit by setting example; by recognizing incongruent behaviors; and by planning, executing, and assessing tough, realistic individual and collective training.

CLOSING: Most of the ideas and concepts we discussed today are not new. Understanding the importance of your own values and attitudes and how they affect others are imperative when communicating with your commander, other soldiers, family members and civilians. To be effective, you must be able to understand other's value systems and their impact on human behavior. Nothing has more impact on career success than one's attitude. Attitudes have a strong impact on every aspect of your life. Your role as a leader is to work with your unit in order to increase the unit's cohesion, effectiveness and mission. By knowing yourself and how we interact with others is necessary for you to accomplish your mission. Are there any questions on anything we've discussed?